2005 PAAP ELA Entry Slip for Content Standard

B

Student Name: _____ **Grade:** _____

STEP 1

> **Check the <u>ONE</u> Level of Assistance most used by the student to complete work for this Content Standard.**
> *See PAAP Manual "Introduction to PAAP Levels of Assistance" for definitions and examples of types of assistance.*
>
> *Task Specific* ☐
> The preponderance of student work for this Content Standard required assistance specific to the task, ranging from the most intense kinds of support to assistance primarily involving teacher elaboration and clarification.
>
> *Not Task Specific* ☐
> The preponderance of student work required little or no assistance. The teacher may have, for example, encouraged the student to stick with the task to completion.

STEP 2

> **Circle the <u>ONE</u> PAAP Rubric Level used by the student to complete work for this Content Standard.**
>
> *Rubric Level 1*   (*Rubric Level 2*)   *Rubric Level 3*   *Rubric Level 4*

STEP 3

> - **Circle the <u>ONE</u> Content Standard and the <u>ONE</u> Performance Indicator used by the student to complete the work for this Content Standard Entry.**
>
> ### ENGLISH LANGUAGE ARTS
>
> <u>READING</u>
> A. **Process of Reading**   1 2 3 4 5 6 7 8 9 10 11
>
> Ⓑ **Literature and Culture**   1 2 3 4 5 6 7 8 ⑨ 10 11 12 13
>
> D. **Informational Texts**   1 2 3 4 5 6 7 8
>
> <u>WRITING</u>
> F. **Standard English Conventions**   1 2 3
>
> G. **Stylistic-Rhetorical Aspects**   1 2 3 4 5 6 7 8 9 10 11

CONTENT STANDARD ENTRY IS COMPLETE WHEN:

> ☐ Steps 1-3 on this Entry Slip have been completely filled out.
> ☐ Four Task Descriptions are completely filled out and accompany this Entry Slip.
> ☐ One Video/Audiotape Script is filled out and attached to Task Description for each task containing video or audio media components.
> ☐ Four pieces of student work, aligned with the appropriate PAAP Rubric, and worth 6 points each for a total of 24 points, accompany this Entry Slip.
> ☐ Accompanying student work is corrected.

2005 MEA PAAP Task Description #___

Student Name: _____ **Task Date:** _____

Content Area (Circle one): (ELA)   Mathematics   Science & Technology

Content Standard: __B__ Performance Indicator: __9__ Rubric Level: __2__ Rubric Page# ELA 5

Assessment Format (as listed in "PAAP Framework of Assessment Formats") Check all that apply:
Selected Response ☐   Constructed Response ☒   Performance Based ☐

Source of Task: __PAAP Task Bank_____ Points for Task: __6__

Task Title: ____Basic Elements of Plot_____

Media

Description of Task: (*Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)*

The **first task** for this Entry required the student to read, listen to, or view a story at or above Format Level 2 as described in "Developmental Characteristics of Reading" in the PAAP ELA Rubrics. The following template was then completed based on the setting and characters from that story. NOTE: The same story is used for all of the tasks in this Entry.

Story: _____ Format Level: _____

This student accessed the story by (circle one):
              reading   listening   viewing

Prior Knowledge and Skills Required:

The student needed to understand story elements including setting and characters.

Teacher Role in Task: (*ex. read to student, recorded answers, provided number cards, monitored progress, etc.*)

The teacher provided the template and instruction on setting and characters prior to the assessment.

Level of Assistance (Check one):   **Task Specific** ☐   **Not Task Specific** ☐
(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (*Define any symbols used for completion or correction of task.*)

_____ = correct

% Correct _____

Other Information: (ex., *Clarify how the point value of the task was determined.*)

Student Name_____ **Date**_____

Basic Elements of Plot

Book Title_____ **Author**_____

Format Level _____ (*See "Developmental Characteristics of Reading" in the PAAP ELA Rubrics*).

1. In the box below, describe the setting of the story you read, listened to, or viewed.

Setting

```
[                                                                    ]
[                                                                    ]
[                                                                    ]
```

2. In the box below, describe **two** of the characters from the story you read, listened to, or viewed.

First Character

```
[                                                                    ]
[                                                                    ]
[                                                                    ]
```

Second Character

```
[                                                                    ]
[                                                                    ]
[                                                                    ]
```

% Correct_____

2005 MEA PAAP Task Description #___

Student Name: _____ **Task Date:** _____

Content Area (Circle one): (ELA) Mathematics Science & Technology

Content Standard: __B__ Performance Indicator: __9__ Rubric Level: __2__ Rubric Page# ELA 5

Assessment Format (as listed in "PAAP Framework of Assessment Formats") Check all that apply:
Selected Response ☐ Constructed Response ☒ Performance Based ☐

Source of Task: __PAAP Task Bank__ Points for Task: __6__

Task Title: __Basic Elements of Plot__

Media

Description of Task: (*Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.*)

The **second task** for this Entry required the student to complete a given template based on the elements of plot (problem, climax, resolution) from the story read, listened to, or viewed for the first task.

Prior Knowledge and Skills Required:

The student needed to understand the elements of plot, including: problem, climax, and resolution.

Teacher Role in Task: (*ex. read to student, recorded answers, provided number cards, monitored progress, etc.*)

The teacher provided the template and instruction on elements of plot prior to the assessment.

Level of Assistance (Check one): **Task Specific** ☐ **Not Task Specific** ☐
(*Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)*)

Data Key: (*Define any symbols used for completion or correction of task.*)

_____ = correct

| **% Correct _____** |

Other Information: (ex., *Clarify how the point value of the task was determined.*)

Student Name_____ **Date**_____

Basic Elements of Plot

Book Title_____ **Author**_____

Format Level _____ (*See "Developmental Characteristics of Reading" in the PAAP ELA Rubrics*).

In the boxes below, describe the plot of the story you read, listened to, or viewed in the first task.

Plot

Problem
Climax
Resolution

% Correct_____

2005 MEA PAAP Task Description #___

Student Name: _____ **Task Date:** _____

Content Area (Circle one): (ELA)   Mathematics   Science & Technology

Content Standard: __B__   Performance Indicator: __9__   Rubric Level: __2__   Rubric Page# ELA 5

Assessment Format (as listed in "PAAP Framework of Assessment Formats") Check all that apply:
Selected Response ☐   Constructed Response ☒   Performance Based ☐

Source of Task: __PAAP Task Bank_____   Points for Task: __6__

Task Title: _____Basic Elements of Plot_____

Media

Description of Task: (*Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)*

The **third task** for this Entry required the student to complete a given template based on events from the story read, listened to, or viewed for the first task.

Prior Knowledge and Skills Required:

The student needed to understand the concepts of events as they relate to retelling of stories read, heard, or viewed.

Teacher Role in Task: (*ex. read to student, recorded answers, provided number cards, monitored progress, etc.*)

The teacher provided the template and instruction on identification and description of events or details prior to the assessment.

Level of Assistance (Check one):   **Task Specific** ☐   **Not Task Specific** ☐
(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (*Define any symbols used for completion or correction of task.*)

_____ = correct

% Correct _____

Other Information: (ex., *Clarify how the point value of the task was determined.*)

Student Name_____ **Date**_____

Basic Elements of Plot

Book Title_____ **Author**_____

Format Level _____ (*See "Developmental Characteristics of Reading" in the PAAP ELA Rubrics*).

In each box below, describe an event from the story you read, listened to, or viewed for the first task.

Story Events

Event 1:

Event 2:

Event 3:

% Correct_____

2005 MEA PAAP Task Description #___

Student Name: _____ **Task Date:** _____

Content Area (Circle one): (ELA)   Mathematics   Science & Technology

Content Standard: __B__   Performance Indicator: __9__   Rubric Level: __2__   Rubric Page# __ELA 5__

Assessment Format (as listed in "PAAP Framework of Assessment Formats") Check all that apply:
Selected Response ☐   Constructed Response ☒   Performance Based ☐

Source of Task: __PAAP Task Bank__   Points for Task: __6__

Task Title: _____Basic Elements of Plot_____

Media

Description of Task: (*Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)*

The **fourth task** for this Entry required the student to complete a given template based on recording at least one detail related to each of two of the story events from the third task for this Entry. The student then identifies two ideas from the story that made him/her think.

Prior Knowledge and Skills Required:

The student needed to understand the concepts of events or details as they relate to retelling of stories read, heard, or viewed.

Teacher Role in Task: (*ex. read to student, recorded answers, provided number cards, monitored progress, etc.*)

The teacher provided the template and instruction on identification and description of events or details prior to the assessment.

Level of Assistance (Check one):   **Task Specific** ☐   **Not Task Specific** ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (*Define any symbols used for completion or correction of task.*)

_____ = correct

% Correct _____

Other Information: (ex., *Clarify how the point value of the task was determined.*)

Basic Elements of Plot

Story Details

In each box below, record at least one detail related to two of the story events you described in the third task for this Entry.

Event #____

Details:

Event #____

Details:

In the boxes below, describe two ideas that the story made you think about:

Idea #_____

Idea #_____

% Correct_____